It is of great interest to researchers who, in addition to being able to do their work well, know how to explain it well to society. Bearing in mind that the divulgation capacity can always be improved, it is almost obligatory to avoid that a bad divulgation makes a very relevant scientific fact seem irrelevant or even invisible. In this society it is very important to know how to carry out a correct "scientific marketing". From an ethical point of view, it is appropriate for scientists to communicate properly to citizens that money spent on research is always a good investment. From a purely pragmatic point of view, it is also essential to know how to value one's own work, so that it can achieve more visibility, recognition and especially funding. This course is not aimed at scientific communication between peers (scientific articles, congresses, etc.), where rigor, caution and technicalities specific to each area of knowledge are paramount. In scientific dissemination, the aim is to ensure that anyone is able to understand a scientific concept, regardless of its technical or conceptual complexity. Although it is not usually easy for scientists, in order to divulge it is necessary to change the paradigm, and to show it to society in an attractive, seductive and, above all, understandable way, although sometimes it is necessary to sacrifice some of the characteristics that define the scientific discourse. To this end, this course will deal with the different formats of scientific dissemination, and will give a series of guidelines for communicating science properly to society.

In particular, the objectives of this course will be:
- To make the researcher aware of the importance and usefulness of scientific dissemination.
- To familiarise the researcher with the practice and uses of scientific dissemination in written, audiovisual and multimedia media.
- To provide a series of guidelines for a better dissemination of scientific activity both in written and audiovisual format.
- Provide resources and references where the researcher can deepen and broaden knowledge and dissemination skills.

As a bibliographical reference, the professors of this subject have written a book ("Strategies of scientific divulgation for researchers", ISBN: 978-84-904-8320-6, edited by UPV Publishing, see "Bibliography") which will serve as a textbook for the entire course. In this book, which faithfully follows the structure of the course, you will find all the contents of the course explained in detail, and also expanded content for those who want to learn more. It also contains additional references to expand on any desired topic. The book can be purchased at the UPV Publishing House, both in its shop on the Vera Campus and through its online shop.

6. Recommended Prior Knowledge

7. Student Outcomes

UPV-Generic Student Outcomes

(01) Comprehension and integration
(02) Application and practical thinking
(08) Effective communication
(09) Critical thinking
(10) Awareness of contemporary problems issues

8. Syllabus

1. Introduction to scientific dissemination
   1. What is scientific dissemination?
   2. Importance of disclosure
   3. Who discloses?
   4. Informative Formats
8. Syllabus

5. Childhood Divulgation

2. Communication versus disclosure
   1. Scientific communication, diffusion and divulgation
   2. Science journalism and science popularization
   3. Differences between scientific and divulgative language
   4. Differences between scientific and journalistic texts
   5. What science is news?
   6. How to make science news

3. Threats and defenses to disclosure
   1. Origin of threats to disclosure
   2. Sources of information
   3. The message
   4. Formats
   5. The media
   6. The argumentative fallacies

4. The scientist as a referent in society
   1. The scientist as a source of authority in the face of current events
   2. Ethics and responsibility

5. How to translate science into written popularization
   1. General Guidelines for Written Disclosure
   2. The title as an informative resource
   3. The informative article
   4. Press Release Resources
   5. Graphic Resources
   6. Literary Resources
   7. What to do with technicalities?
   8. Neologisms and foreign words

6. Disseminate on radio, television, conferences and debates
   1. Audiovisual communication
   2. Attention Grabbing Techniques
   3. Dissemination on the radio: the message
   4. The television interview
   5. Talks, conferences and workshops
   6. The debate

7. Disseminate on the Internet
   1. Internet Features
   2. Possibilities of communication on the Internet
   3. Disseminate through web pages
   4. Blogs as a space for dissemination
   5. Social Networking
   6. Dissemination strategies in social networks

9. Teaching and Learning Methodologies

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TOTAL HOURS: 2,00 50,00 52,00


10. Assessment

(*)This page is an automatically translated version of the original language version, which has been approved by the UPV for official purposes.
10. Assessment

This subject will be evaluated with a final exam (which will be 50% of the final grade) and the delivery of three papers (whose average will be the other 50%).

- The course is graded on a maximum of 10 points, and a minimum of 5 is required to pass it.
- In order to pass the subject it is obligatory to take the exam. If the student does not present himself/herself, the subject will be recorded as "not presented".
- At the time the student takes the exam, he or she will be recorded as having taken the exam and will be assessed with the corresponding grade.
- It is not compulsory to pass the exam. If with the grade of the exam + the papers you get to 5, you pass.
- It is not obligatory to do all the work to pass.
- A student’s work will be evaluated by other students using a peer evaluation system. This requires strict punctuality in the delivery of work. Any work not delivered on time will be graded with a zero.

In PoliformaT, at the end of each topic a series of self-evaluation exercises are included, so that the student can practice and have an idea of the level of knowledge acquired in each topic. These exercises are voluntary, it is not obligatory to upload them to the shared space of the subject, and they will not be corrected by the teachers. However, it is advisable to do these exercises and upload them resolved to the shared space, as teachers may consult them and take them into account in case of doubt when rounding or modulating the final exam grades. For example, to decide who is awarded an honorable degree, or to pass a 4.9 (suspended) to 5 (passed), a 6.9 (passed) to 7 (notable), or an 8.9 (notable) to 9 (outstanding).